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ABSTRACT

This report describes a federally-funded national conference on career education held in Columbus, Ohio, which focused on the professional development of educational leadership personnel. Centering on the development of individual university-based teams through the involvement of selected leaders in a series of national conferences, the April 1972 conference for deans of colleges of education and an accompanying May conference for professors of educational administration are described. Pre- and post-conference evaluations were collected from 134 professors and 75 deans concerning the conference planning and its impact. Representing a diversity of universities in terms of size and funding base, the program participants generally rated the pre-conference planning as more than adequate. Almost 70 percent of the participants agreed that career education is a viable alternative for the American education system and should involve all faculty members of universities in implementing the concept. Numerous tables present the data, and recommendations for further conferences are included. Resource materials are available in a related document, available as ED 064 498 in a previous issue. (AG)

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NATIONAL CONFERENCE ON CAREER EDUCATION

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FINAL REPORT

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U.S. DEPARTMENT OF
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Office of Education
National Center for
Improvement of Educational Systems

FOREWORD

This report represents the efforts of The Center for Vocational and Technical Education, The Ohio State University in fulfilling the terms of USOE grant OEG-0-72-0055(725) which provided for the sponsorship of a series of National Conferences on Career Education. The Center, in cooperation with the College of Education, The Ohio State University, and the University Council for Educational Administration developed and implemented the conference training program plans. The first in the conference series was the National Conference on Career Education for Deans of Colleges of Education conducted April 24-26, 1972, in Columbus, Ohio. A companion effort, the National Conference on Career Education for Professors of Educational Administration, was convened in Columbus May 7-9, 1972.

The objective of these conferences was to orient selected educational leaders to the implications for preparing educational personnel with a career education perspective. A major thrust of the conference activities was directed towards exploring the implications for participating institutions in developing plans to establish career education personnel training programs.

This report provides a description of the conference activities and related procedures. The commissioned conference papers and the text of selected presentations made to the participants are included.

The participants' contributions to the success of the conferences is worthy of special mention. The 68 deans and the 134 professors of educational administration represented 72 of the nation's major colleges of education.

The Center wishes to express its appreciation to Sidney P. Marland, Jr., U.S. commissioner of education, and the staff of the U.S. Office of Education for their cooperation and participation in the National Conferences on Career Education. Appreciation is also extended to Lloyd Briggs and Paul Manchak, USOE grant officers for this conference project, for their administrative support and assistance. We also wish to fully acknowledge the contributions of the following USOE personnel: Don Davies, deputy commissioner for renewal; Robert M. Worthington, associate commissioner, Bureau of Adult, Vocational, and Technical Education; Rue W. Harris, director, Career Education Development Task Force; Duane M. Nielsen, program monitor, Career Education Development Task Force; and Jack A. Wilson, research associate, Career Education Development Task Force.

A special note of thanks is extended to Keith Goldhammer, then Dean of the School of Education, Oregon State University, for his role as the conference convener. Contributing to the success of the conferences were Center staff members Ronald D. Daugherty, assistant director for Field Services and Special Projects, and Joseph F. Clark and Richard A. Dieffenderfer, research associates.

Our professional staff is encouraged by the interest exhibited by the participating educational leaders. We believe that opportunities for working conferences with leaders responsible for the preparation of educational personnel will have a long-term impact on the successful implementation of career education concepts.

Robert E. Taylor
Director
The Center for Vocational and Technical Education
ERIC Clearinghouse for Vocational and Technical Education

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NATIONAL CONFERENCE ON CAREER EDUCATION

INTRODUCTION

The purpose of this project effort focused on the professional development of educational leadership personnel in the emerging area of career education. In addition to disseminating current information and eliciting inputs on career education concepts, the methodology of the project effort was designed to stimulate future involvement of these leaders in the training of professional personnel needed to effectively implement a career education-oriented educational program. The basic project strategy was centered on the development of individual university-based teams through the involvement of selected leadership personnel in a series of national conferences. The first conference was structured for the deans of colleges of education, and the second conference focused on the implementation requirements related to the needs of professors of educational administration.

One of the potentially most significant developments in education today is the emergence of career education programs in the schools. The concept of career education may be the first major breakthrough in changing the basic paradigm on which education in the United States is founded and the most fundamental effort to create a completely relevant educational system in the United States. The primary objective of career education is to help every child become so capacitated that he can effectively perform his roles as a producer of goods and a renderer of services, find his identity in society through his acceptance of the requisite occupational career, and, through his career orientation, build a life style that will be personally satisfying, self-fulfilling, and socially productive. Career education has implications for the total instructional program at all grade levels, as well as for the restructuring of teacher education and the professional preparation of personnel for guidance, educational administration, and other educational specializations.

The two immediate professional groups which probably have the most to do with both the installation of programs and the development of the necessary preservice and in-service education for the preparation of professional personnel are deans of schools and colleges of education and practicing educational administrators. Without the concurrence of these groups and the allocation through them of resources to mount adequate programs, the long-term success of career education programs will be fraught with many internal inadequacies in personnel and the need for the constant relief of obsolescence.

In addition, the public is being made aware of the hopes and promises of career education. There is already some indication that their awakening to its potentialities may result in a new image and an acceleration of public support for education. However, adequate numbers of committed and informed professionals who can interpret the significance of career education are not currently available. It was essential, therefore, that we obtained such personnel geographically distributed throughout the United States to build institutional capacity for personnel development in career education.

PROJECT OBJECTIVES

There were several objectives of this project effort which were common to all levels of educational personnel involved. These included:

1) To acquaint educational leadership personnel with an understanding of the basic concepts and theory undergirding career education programs;

2) To acquaint educational leadership personnel with current developments in career education programming and requirements related to implementation; and,

3) To stimulate the formulation of university-based teams to promote the development of career education-oriented training programs at individual institutions.

Objectives related specifically to the purposes of the conference for deans of education included:

1) To provide an information base adequate to guide the development of an institutional policy promoting training of career education-oriented personnel; and,

2) To provided a national forum designed to explore the operational or implementation career education problems at the policy-making level.

Objectives related specifically to the purposes of the conference for professors of educational administration included:

1) To provide an information base sufficient to identify the requirements for training administrators to establish career education-oriented programs; and,

2) To provide a national forum designed to explore the operational or implementation career education problems related to educational administrators.

PROCEDURES

This series of National Conferences on Career Education was jointly sponsored by The Center for Vocational and Technical Education, The Ohio State University, the University Council for Educational Administration and The Ohio State University College of Education through a grant from the United States Office of Education. The Center, directed by Robert E. Taylor, was the prime contractor for the conference project. The convener of the conferences was Keith Goldhammer, dean of the school of education, Oregon State University. Other sponsors involved in this project were represented by Luvern L. Cunningham, dean of the College of Education, The Ohio State University, and Jack A. Culbertson, executive director, University Council for Educational Administration. The project was conducted under the direction of Ronald D. Daugherty, assistant director, Field Services and Special Projects, The Center for Vocational and Technical Education, The Ohio State University.

In order to achieve the previously stated conference project objectives, a working conference format was adopted to encourage maximum participation of the educational leaders. This format included pre-conference preparation of participants, close contact with conference resource personnel, and small group interaction sessions during the conferences.

The development of an institutional team approach was used to guide the overall strategy for the planned conferences. To generate positive movement toward the adoption of the career education concept, participating institutional representatives were selected on the basis of their potential influence on the implementation of career education-oriented professional training programs. The conference activities were structured to build confidence in the institutional team approach and to provide an information base sufficient for making decisions on institutional policy regarding establishment of training programs for career education-oriented personnel.

An important factor in the success of this conference project and its impact on the development of professional career education-oriented training programs focused on the selection of 75 particularly influential institutions. Potential institutional influence was viewed in terms of an institution's interest in the adoption of the career education concept and the impact that such adoption might have on neighboring institutions. Other general factors were an institution's geographic location and type. Several specific factors which guided selection of the participating institutions included the following qualifications:

1) Institutions must have had a comprehensive educational personnel training program;

2) Institutions must have demonstrated an interest in studying the implications of adopting a career education-oriented training program;

3) Institutions must have agreed to send appropriate faculty members to each level of the career education conferences approved for funding;

4) Institutions must have agreed to cover the per diem expenses of their representatives at the conferences;

5) Priority was given to those institutions which have both master's- and doctoral-level graduate programs in relevant areas;

6) Priority was given to those institutions which are recipients of Education Professions Development Act (EPDA) training grants in vocational education;

7) Selection assured institutional representation from each of the 10 USOE regions and maintained a balance of various types of institutions;

8) Priority was given to institutions that had maintained a close working relationship with their individual state educational agencies in the areas of teacher education and vocational and career education; and,

9) Priority was given to institutions that had initiated career education-oriented program activity or were in the process of implementing such programs.

Representatives of the conference sponsors evaluated available data on all appropriate institutions related to the selection criteria to invite the most representative and influential institutions to participate in the proposed national conferences on career education.

In addition to the published sources of descriptive information on the institutions under consideration, the conference planning staff solicited from state directors of vocational education in each state the names of the deans of education in institutions in their state that best meet the selection criteria and have the adaptability necessary to develop career education programs in the area of teacher education. These recommendations, along with a careful consideration of the programs and developmental activities of these institutions related to vocational education, guidance, and career education, were used in the selection process.

The initial institutional invitation to participate in the national conferences on career education was directed through the

dean of the college of education of each of the selected institutions. Upon confirmation of an institution's willingness to participate in the conference series for purposes of exploring the requirements for adoption of career education-oriented professional training programs, the pre-conference preparation of those deans of education selected began. Under guidance from the conference planning staff, the individual deans of colleges of education nominated professors of educational administration from within their institution whom the deans felt had the highest potential for developing instructional preservice and in-service career education-oriented programs.

Following confirmation of acceptance of their invitations, a resource notebook containing the major presentations was mailed to each participant. This material was to be read by the participants prior to attending the conferences. The conferences focused on the discussion of these papers.

Prior to exposure to the resource notebook, a pre-conference assessment was made of all participants to ascertain the extent to which career education was being practiced, implemented, or planned in each of the 75 institutions.

Evaluative data were solicited from the conference participants to determine the extent to which conference objectives were attained, as well as information on participant reactions as to the appropriateness of these activities in meeting their needs.

The names of the institutions invited, and those participants who attended, cancelled, or rejected by USOE region their invitations are presented in Appendix G.

A notebook containing the combined resource material from both the deans and the professors conference was mailed to all state directors of vocational education. Those resource papers are presented in the appendices. The core of papers prepared for both conferences (by Samuel H. Osipow, Bruce Reinhart, and A. J. Miller) appear in Appendix A, along with two (by Louise J. Keller and Keith Goldhammer) prepared exclusively for the deans conference. Appendix B contains two additional resource papers (by George Smith and William Moore) prepared for the conference of educational administrators.

DEANS CONFERENCE

The first conference was held April 24, 25, 26, 1972, at Scot's Inn in Columbus, Ohio, for deans of colleges of education. All but five states were represented at the conference. Figure 1 gives the geographic representation of the conference participants.

Two data collection instruments were used in an effort to collect important information about the conference participants, conference planning, and conference impact. They were the: (1) pre-conference assessment, and (2) participants' post-conference evaluation. Out of 75 deans invited to attend, 47 submitted a complete pre-conference assessment instrument for a 63 percent response, and 54 of the 68 who attended the conference submitted a complete post-evaluation form for an 84 percent response.

Deans' Profile

Sixty-eight deans from 45 states participated in the deans conference. Table 1 gives a profile of the deans by the type of school they represent. It can be seen that the majority of the institutions are public, with 55 percent being public land-grant universities. The deans were typically male, about 50 years old, and had their Ph.D.'s.

TABLE 1

Deans' Profile

School Type	Total #	Sex		Age				Degrees	
		# M	# F	36-45	46-55	56-65	65+	# of MA	# Ph.D
Public (Land-Grant)	29	27	2	8	13	8	0	0	29
Private	3	3	0	0	2	1	0	0	3
Public	18	18	0	9	5	3	1	1	17
Others	2	2	0	0	1	1	0	0	2
Totals	51	50	2	17	21	13	1	1	51

Location of Participating Institutions
Represented at the Deans Conference

FIGURE 1

One interesting fact is that 29 percent of all deans reporting received their Ph.D.'s from two institutions: (1) University of Chicago (eight graduates) and (2) Columbia University (five graduates). Institutions in two states (Illinois and New York) prepared 34 percent of all deans who attended the conference.

Pre-conference Assessment

In a pre-conference assessment, the deans who attended the career education conference responded to the following four questions:

1) What is the present status of career education programs in the college or university with which you are affiliated?

2) Where do you feel your college or university should be in regard to career education?

3) Do you feel that the career education concept is a viable alternative in regard to education in America?

4) Within your school of education, who should be involved and committed to the implementation of the career education concepts?

Table 2 shows the current status of career education programs for the 47 schools of education who responded. Only 19.1 percent of the schools had a program in operation, and the same percentage of these schools were not then planning a program. The remaining schools were at some planning stage in implementing a career education program.

The second question has a variety of answers; the comments contain verbs such as aware, actively engaged, involved, plan, consider, define, etc. Almost all responses show that the deans believed they should consider and plan for career education.

The third question, Do you feel that the career education concept is a viable alternative in regard to education in America? was answered, in the main, with a yes. Twenty-five of 44 respondents answered yes and most of the others gave a wait and see answer. At least one valid point was made in regard to this question; it is that the concept of career education is not clear and appears to mean different things to different people.

The general response to the fourth question, Within your school of education, who should be involved and committed to the implementation of the career education concept? was that all professional staff within the school of education should be involved. Some participants felt that state department personnel and local school district personnel should also be involved.

TABLE 2

Percent to Which Schools of Education are Implementing a Career Education Program

Status of Program	%	N
1. Presently a program operating.	19.1	9
2. A program is planned and funded.	4.2	2
3. A program is planned and waiting funds.	10.5	5
4. Presently planning a program.	31.4	15
5. Presently not planning a program.	19.1	9
6. Do not intend to plan a program.	0	0
7. Other	14.9	7
Totals	100.0	47

Conference Objectives

The conference had five stated objectives:

1) To acquaint the participants with the basic concepts and theory undergirding career education programs;

2) To acquaint the participants with current developments in career education programming and requirements related to its implementation;

3) To stimulate the formation of university-based teams to promote the development of career education-oriented training programs;

4) To provide an information base to guide the development of an institutional policy promoting the training of career education-oriented personnel; and,

5) To provide a national forum designed to explore the operational implementational problems of career education at the policy-making level.

Figure 2 gives the total average score participants placed on each objective (the dark bars). Objectives 2, 3, and 4 were rated short of being adequately met. These objectives dealt with the development of an institutionally based career education training program. In answer to the inquiry, What are the initial career education-related activities planned following the conference? most deans indicated that they would discuss, disseminate information, and report to faculty and staff, hardly mentioning the formulation of plans or the development of university policy. It may be that it is too soon to judge the effects of the conference on these two objectives.

Post-conference Evaluation

The conference program evaluation focused on three key elements: (1) guest speakers and special panels, (2) resource papers, and (3) small group sessions. The evaluative remarks about the guest speakers and special panels contained four criteria: usefulness of information, level of the presentation, time given the presentation, and organization of the presentation. The presentations in total averaged a rating of very useful but a little long. The average level rating was somewhat general; however, the presentations were rated as very well organized.

The resource papers were evaluated on the same four criteria. The summary sessions of the resource papers were reported as useful but somewhat long. The information was presented on a level which was evaluated as too general; however, the organization of the presentations was rated as very good. It should be kept in mind that some of the responses may reflect reactions of participants to the topics presented and not necessarily to the specific presenter.

The small group sessions were evaluated as useful; however, some sessions were much more useful than others. Time spent in small group sessions was rated a little long. Again, organization of the small group sessions was rated better than adequate but lower than the rating of either the paper summaries or the presentations.

Conference Objectives As Rated By Deans From Different Types of Institutions

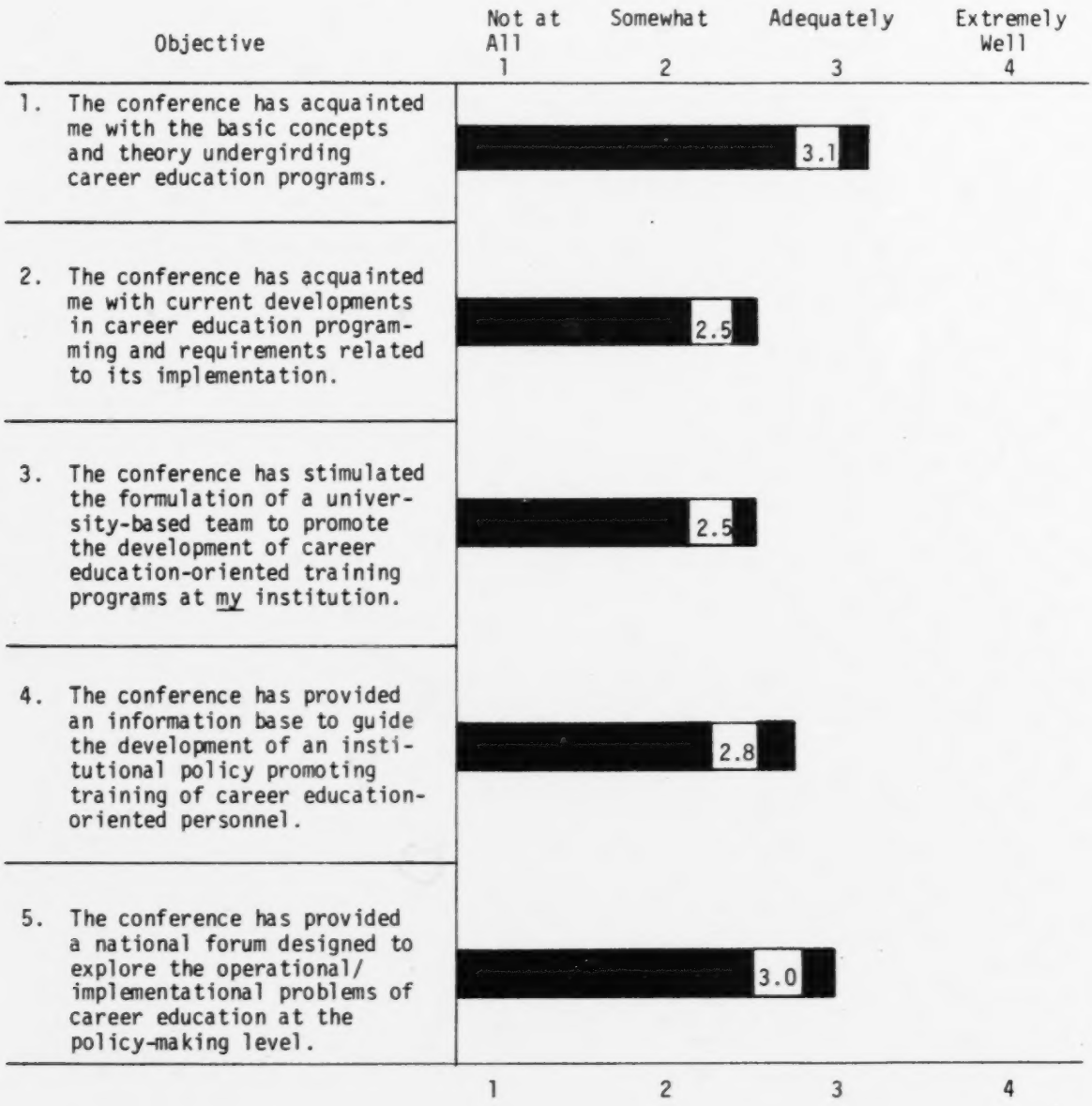

Objective
Not at All
1
Somewhat
2
Adequately
3
Extremely Well
4
1. The conference has acquainted me with the basic concepts and theory undergirding career education programs.
3.1
2. The conference has acquainted me with current developments in career education programming and requirements related to its implementation.
2.5
3. The conference has stimulated the formulation of a university-based team to promote the development of career education-oriented training programs at my institution.
2.5
4. The conference has provided an information base to guide the development of an institutional policy promoting training of career education-oriented personnel.
2.8
5. The conference has provided a national forum designed to explore the operational/ implementational problems of career education at the policy-making level.
3.0
1
2
3
4

FIGURE 2

General Planning

The participants' evaluation of the general planning was excellent. Table 3 reflects the participants' rating of planning activities.

TABLE 3

Conference Planning to Meet Participants' Needs

Needs	Average Rating	Extent to Which Needs Were Met in Percent				
		Not at All (1)	- (2)	Adequate (3)	- (4)	Extremely Well (5)
Pre-conference information	4.0	0	7.4	22.2	29.6	40.7
Registration procedure	4.4	0	1.9	16.7	16.7	64.8
Accommodations	4.4	3.8	1.7	7.5	28.3	58.5
Conference banquet	4.1	0	3.9	21.6	33.5	42.2
Meals non-conference	3.5	1.7	7.4	38.9	42.6	40.7
Meeting facilities	4.2	0	0	16.7	42.6	40.7
Length of conference day	4.1	0	3.7	22.2	38.9	35.2
Conference luncheon	4.3	0	0	13.2	44.7	42.1

1 = not at all
5 = extremely well

Table 4 presents the participants' recommendations for the appropriate length of the conference; 65.4 percent felt that it should be two days in length, indicating that the conference, which lasted two and one-half days, may have been somewhat long.

TABLE 4

Recommended Length of Conference

Length	Respondents	
	Number	Percent
1 day	5	9.6
2 days	34	65.4
3 days	13	25.0

Summary and Conclusions

The deans conference on career education had a broad representation, involving participants from 45 states and 69 institutions. (Keith Goldhammer represented both his former institution, Oregon State University, and his present institution, Michigan State University.) The schools of education ranged in size from less than 500 to more than 4,000 students.

The deans were all older than 36 years of age, with the average age being 49 years, and all but one held doctorates.

The overall conference planning was rated very good by the participating deans with only a few minor complaints being registered. The pre-conference survey pointed out that deans were aware of the career education movement. However, only 19.1 percent had career education programs operating. Forty-six percent were in some stage of planning for a career education program.

The pre-conference survey also points out that, in general, the deans felt they should be considering career education as an alternative for the American education system and that the planning for this program must be done with faculty and staff in conjunction with other leadership elements in education, e.g., school administrations, state departments, etc.

The post-conference survey indicates that the presentations and presenters, in general, were well received. Conference objectives one and five were rated by the participants as being met completely. Time, however, may be an important factor in measuring the impact of the conference, so a follow-up study may be appropriate in order to get a more accurate measure of the conference's impact, as related to its five objectives.

PROFESSORS CONFERENCE

The second conference was held May 7, 8, and 9, 1972, at The Christopher Inn in Columbus, Ohio, for selected professors of educational administration. One hundred thirty-four professors of educational administration attended the conference. Figure 3 gives the geographic representation of the conference. Seventy-two institutions of higher learning in 46 states and the District of Columbia were represented by professors of educational administration.

Two data collection instruments were used to collect information about the conference participants and their opinions toward conference planning and impact: (1) the pre-conference assessment, (2) the participant's post-conference evaluation.

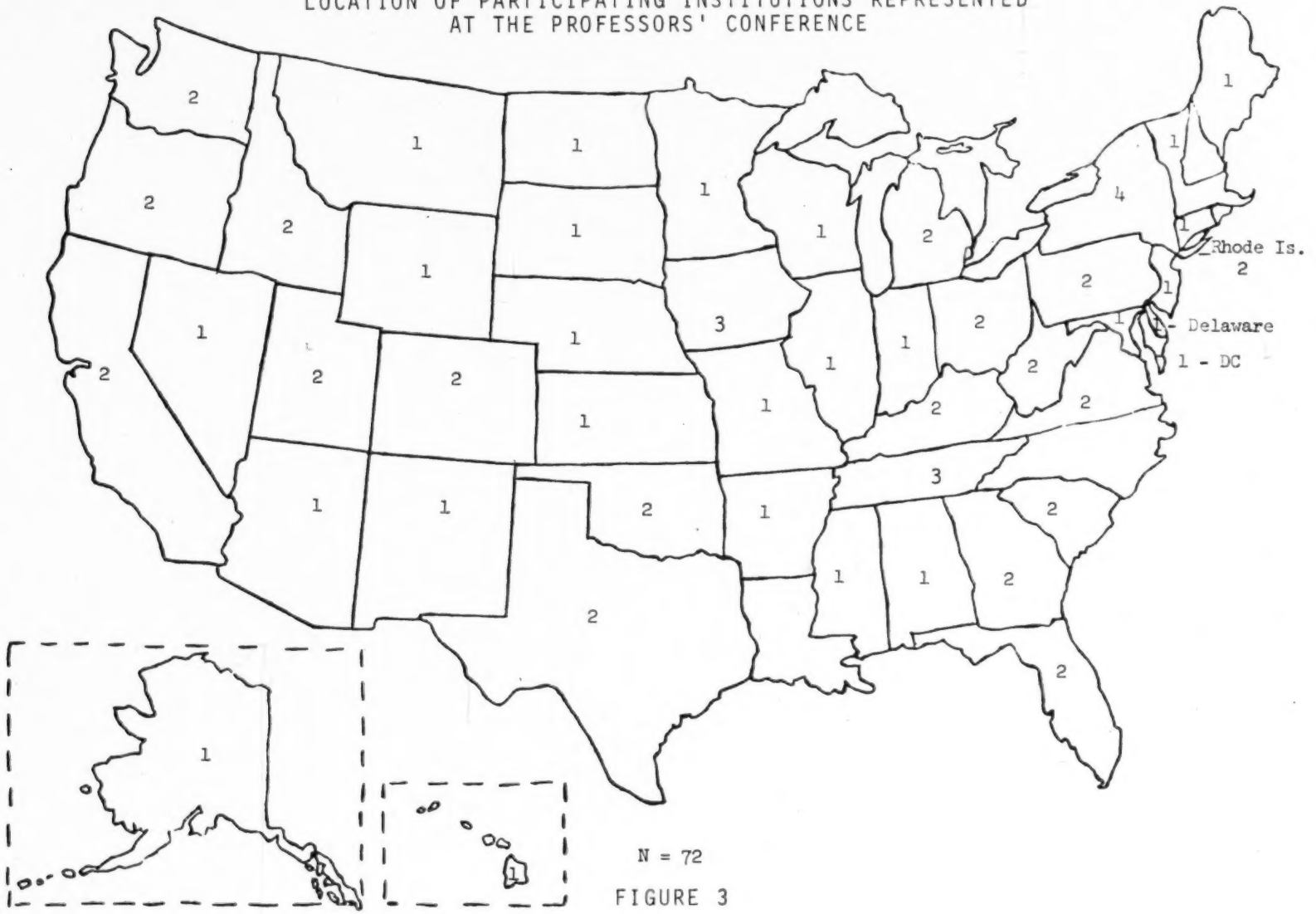
Professors' Profile

One hundred thirty-four professors from 46 states participated in the career education conference. Table 5 presents a profile of the professors' characteristics. The profile is organized by the type of schools which the participants represent and is composed of the 93 professors who responded to these demographic items on the post-conference evaluation form.

Institutions represented by the participants were generally public schools, 47 percent public land-grant and 43 percent other public universities. Almost all of the professors were males (99 percent). The majority of the participants were between the ages of 36 and 55, the average age being about 45, and nearly all held doctorates.

Eighty-nine participants responded to the item concerning the location of the institution from which each professor received his highest degree; these professors received degrees from 50 universities representing 31 states. In order of frequency: Teachers College, Columbia University was represented by nine percent of the participants, The University of Iowa by six percent of the participants, and both Stanford and The Ohio State universities by about four and one-half percent of the participants each. Thirteen percent of the participants originated from institutions from within the state of New York and 10 percent of the participants originated from institutions located in California.

LOCATION OF PARTICIPATING INSTITUTIONS REPRESENTED
AT THE PROFESSORS' CONFERENCE



N = 72

FIGURE 3

The status at the time of the conference of career education programs in the colleges and universities represented is shown in Table 6. These ratings were made by 104 professors affiliated with 62 participating institutions.

TABLE 6

WHAT IS THE PRESENT STATUS OF CAREER EDUCATION PROGRAMS IN THE COLLEGE OR UNIVERSITY WITH WHICH YOU ARE AFFILIATED?

Status	N	Percent
Presently a program operating	20	19
A program is planned and funded	6	6
A program is planned and waiting funds	7	7
Presently planning a program	31	30
Presently not planning a program	19	18
Do not intend to plan a program	0	0
Other	21	20
Total	104	100%

While 19 percent of the professors responding indicated that a program was then operating in their institution another 18 percent indicated that no program plans had been made. Of the 21 individuals responding in the "other" category (see Table 4), 60 percent indicated that their institutions were showing an interest and actively seeking program alternatives for career education. Thus, it can be deduced that slightly more than 40 percent of the participants were then interested in, or were then planning, a career education program.

The second question of the pre-conference assessment received a variety of answers from the 87 individuals responding. Responses to the question, Where do you feel your college or university should be in regard to career education? indicated that the university should be activitely involved in exploring and defining alternatives while leading in the explication of career education.

TABLE 5

PROFESSORS' PROFILE

School Type	Total	Sex		Age					Degree	
		M	F	-35	36-45	46-55	56-65	66+	MA	Ph.D.
Public land-grant	(44) 47%	43	1	6	21	12	5	0	0	44
Private	(5) 6%	4	1	0	1	4	0	0	0	5
Public (other)	(40) 43%	40	0	0	20	11	9	0	1	39
Other	(4) 4%	4	0	0	1	2	1	0	0	4
Totals	(93) 100%	91 99%	2 1%	6 7%	43 46%	29 31%	15 16%	0 0	1 1%	92 99%

Pre-Conference Assessment

A pre-conference assessment was administered to prospective participants of the professor's conference. Approximately 150 pre-conference assessments were distributed with the resource notebooks to professors who had been nominated and who indicated their interest in attending a career education conference. One hundred four pre-conference assessments were returned. The pre-conference instrument asked four basic questions:

1) What is the present status of career education programs in the college or university with which you are affiliated?

2) Where do you feel your college or university should be in regard to career education?

3) Do you feel that the career education concept is a viable alternative in regard to education in America?

4) Within your school of education, who should be involved and committed to the implementation of the career education concepts?

Eighty-six professors responded to the third question, Do you feel that the career education concept is a viable alternative in regard to education in America? While almost 70 percent of the respondents indicated that career education is viable, more than a third of them did not consider career education as a true alternative *per se*.

The fourth and final question of the pre-conference assessment elicited responses from 87 of the participating professors of educational administration. In response to the question, Within your school of education, who should be involved and committed to the implementation of the career education concept? the general reply was that all faculty members of all departments in all areas should be involved, most likely at varying levels of participation.

Conference Objectives

The National Conference on Career Education for Professors of Educational Administration centered its activities around the accomplishment of five objectives. These objectives were:

1) To acquaint the participants with the basic concepts and theory undergirding career education programs;

2) To acquaint the participants with current developments in career education programming and the requirements related to its implementation;

3) To stimulate the formation of university-based teams to promote the development of career education-oriented training programs;

4) To provide an information base to guide the development of an institutional policy promoting training of career education-oriented personnel; and,

5) To provide a national forum designed to explore the operational implementational problems of career education at the policy-making level.

The participants rated the conference on its relative success in accomplishing each of these objectives. The mean score received by each of the five objectives is graphically presented in Figure 4.

As can be seen in Figure 4, all objectives were considered to be less than adequately accomplished. The participants indicated that the conference fell particularly short in accomplishing objectives three and four. Both of these objectives deal with the development of an institutionally based career education training model.

Mean Ratings of Conference Objective Attainment

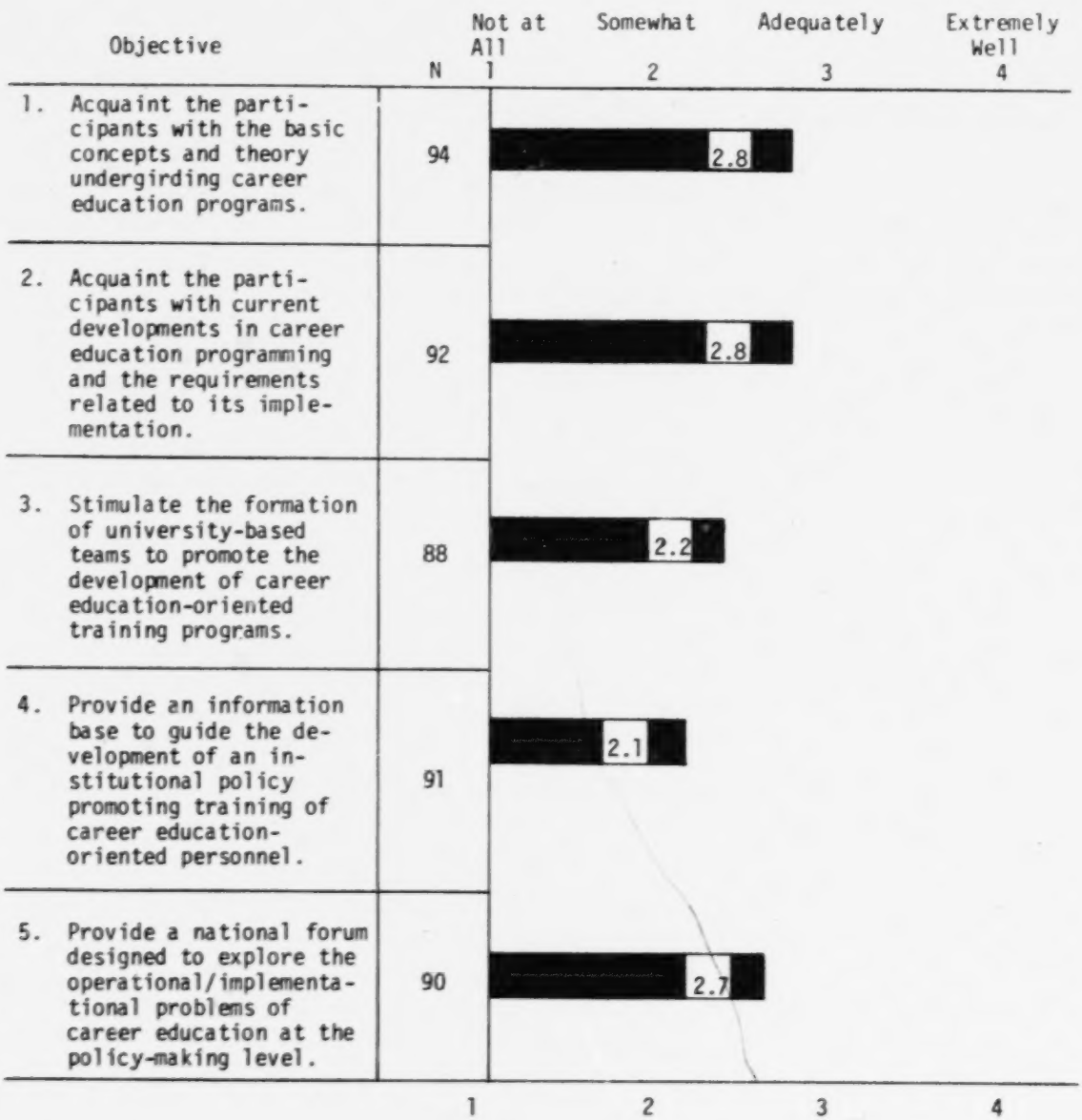

Objective
N
Not at All 1
Somewhat 2
Adequately 3
Extremely Well 4
1. Acquaint the participants with the basic concepts and theory undergirding career education programs.
94
2.8
2. Acquaint the participants with current developments in career education programming and the requirements related to its implementation.
92
2.8
3. Stimulate the formation of university-based teams to promote the development of career education-oriented training programs.
88
2.2
4. Provide an information base to guide the development of an institutional policy promoting training of career education-oriented personnel.
91
2.1
5. Provide a national forum designed to explore the operational/implementational problems of career education at the policy-making level.
90
2.7
1
2
3
4

FIGURE 4

Post-Conference Evaluation

The conference program evaluation focused upon three key elements: (a) the guest speakers and special panels, (b) the resource papers, and (c) the small group sessions.

The evaluation of each of these elements is summarized on four basic criteria, i.e., usefulness, time, organization, and level of presentation.

The participants considered the presentations slightly more than adequate in usefulness and organization, and just about right in time and level of information.

Ratings made of the speakers and panel were quite homogeneous. Generally, the participants regarded the summary resource papers as slightly more than adequate in usefulness and organization, and just about right in length and level of information.

The small group sessions on the average were rated as useful and well organized. The rating of individual sessions varied according to the subject and the group present. The length and level of the information exchanged at these sessions was rated as above average.

Presented at this conference was a film entitled "Career Education," and a video tape of Commissioner of Education Sidney P. Marland, Jr., and a panel at the deans of colleges of education conference. Ratings were made on the four criteria mentioned previously. Both activities were rated approximately adequate in usefulness and organization. Mean ratings on the level of information indicated, however, that both features were rather general. The mean ratings for usefulness and organization were slightly greater for the video tape than for the film.

General Planning

The participants generally rated pre-conference planning as more than adequate. The participants' rating of each area of conference planning is presented in Table 7. Relatively high average ratings were given the registration procedure (4.5), the pre-conference information (4.0), and the conference luncheon (4.0), while a less than adequate rating was made of the non-conference meals (2.9).

Table 8 presents the participants' recommendations for planning the appropriate length of conferences similar to this one. Although more than 21 percent of the participants suggested that the conference remain three days in length, more than 76 percent of the participants recommended that the conference be shortened, and slightly more than two percent opted for a longer conference.

TABLE 7

PARTICIPANTS' RATING OF CONFERENCE PLANNING

Areas of Concern	Average Rating	Extent to Which Needs Were Met					Total	
		Not at All (1)	- (2)	Adequate (3)	- (4)	Extremely Well (5)	N	%
Pre-conference Information	4.0	1%	3%	25%	39%	32%	94	100
Registration Procedure	4.5	0	2	15	17	66	95	100
Accommodations	3.7	3	5	38	29	25	94	100
Conference Banquet	3.9	1	3	24	48	24	88	100
Non-Conference Meals	2.9	10	25	37	23	7	93	100
Meeting Facilities	3.3	2	19	39	30	10	93	100
Length of Conference Day	3.4	1	12	41	33	13	92	100
Conference Luncheon	4.0	0	3	26	43	28	74	100

TABLE 8

RECOMMENDED LENGTH OF CONFERENCE

Length	N	Percent
1 day	8	8.6
2 days	63	67.7
3 days	20	21.5
4 days	0	0.0
5 days	2	2.2
Total	93	100.0%

The remarks most frequently made were in regard to three basic areas of concern. First, the participants requested less formalized topical discussion groups. Second, participants believed that the oral summaries of the papers were often redundant. Finally, some participants thought further clarification and explication of the conference objectives and guidelines would have been helpful.

Summary and Conclusions

The National Conference for Professors of Educational Administration on Career Education was attended by professors from 72 institutions of higher learning, representing 46 states and the District of Columbia. These universities represented a full range of institutions in terms of size and funding base.

The professors who attended were generally males about 45 years of age with doctoral degrees. These professors received their advanced degrees from 50 universities located in 31 states.

General pre-conference planning was rated more than adequate. Analysis of the pre-conference survey indicated that more than 40 percent of the participants were then interested in, or were planning, a career education program, while 18 percent indicated that no program plans were being made. The professors believed that the university should be actively involved in exploring and defining the alternatives of career education while leading in the explication of the concept. Furthermore, almost 70 percent of the participants agreed that career education is a viable alternative for the American education system and should involve all faculty members of universities in implementing the concept.

The post-conference evaluation of the presentations, summary papers, and small group discussion point out that all were considered adequate or better in terms of usefulness and organization of information.

The five conference objectives, as perceived by the participants, were less than adequately achieved by the conference. It is recommended that a follow-up study be made of these participants in order to assess the long-term impact of the conference upon these individuals and the institutions of higher learning with which they are affiliated.

RECOMMENDATIONS

A high percentage of the participants at both conferences responded to a request for recommendations for improvement. The conference planning staff is anxious to consider all of these recommendations in designing future conferences:

1. Expend greater effort in developing audiovisual materials for both large and small group presentations
2. Have more clearly delineated conference goals
3. Eliminate a summary of papers, thus allowing more time for small group interaction
4. Facilitate small group discussion by arranging seats in a circle
5. Exhibit some actual CCEM teaching materials
6. Be held on a university campus where career education is underway
7. Expend more time comparing and contrasting career education models other than CCEM
8. Lengthen small group sessions
9. Provide more opportunity for participants to discuss issues and raise questions immediately following the presentations
10. Provide time for college of education personnel to make known what implications they believe career education will have for them

In addition, the conference planning staff made these recommendations:

1. That a follow-up study be conducted to assess the long-term impact of the conferences upon those who attended
2. That additional regional conferences be held to involve other faculty in creating university-based teams to disseminate the career education concept

3. That each university's dean of education and two educational administration professors who attended the career education conferences form the basic cadre to orient the selected university-based team members prior to their attending the regional career education conferences. Each university-based team will thereby have the benefit of the cadre's orientation and the interaction of the university faculty toward career education. Because of this background, it is recommended that the format of the proposed regional conferences provide more interaction and deal more directly with implementation details for career education in the personnel development programs of these universities.